

Developing Arabic *Qawā'id* Test Based on CEFR Standard for Intermediate Level Students of Pesantren

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Abstract

Arabic *qawā'id* plays a fundamental role in mastering Arabic, particularly for intermediate students in Islamic boarding schools (*pesantren*). However, the lack of standardized grammar assessment models aligned with international frameworks often limits the effectiveness of Arabic grammar instruction. **Purpose.** This study aims to develop an Arabic *qawā'id* test based on the Common European Framework of Reference for Languages (CEFR) that is pedagogically appropriate for intermediate-level learners. **Method.** This study employed a descriptive qualitative method using library research. Data and references were obtained from authoritative sources on Arabic grammar instruction and CEFR standards. The test design incorporated CEFR descriptors at the A2–B1 levels and was structured into objective and semi-productive test items covering essential domains of *naḥwu* and *ṣarf*. **Findings.** The findings reveal that the CEFR-aligned test design, including multiple-choice, sentence completion, and grammatical transformation items, supports students' understanding of Arabic grammar and enhances their motivation and self-confidence in applying grammatical concepts. The test also provides a more systematic framework for measuring grammar competence based on international standards. **Conclusion.** This study concludes that CEFR-based Arabic *qawā'id* assessment can improve the structure and quality of Arabic grammar evaluation in pesantren education. **Originality.** This study contributes to the development of internationally aligned Arabic grammar assessment models specifically designed for Islamic boarding school contexts.

Keywords: Arabic Qawaid Test, CEFR, Intermediate Students, Pesantren.

INTRODUCTION

The development of an Arabic qawā'id test that aligns with international standards has become an urgent need in the Arabic language learning process within pesantren, particularly for intermediate-level students. At this stage, students are expected not only to understand but also to apply the fundamental principles of the Arabic language, especially in the areas of *ṣarf* (morphology) and *naḥwu* (syntax), which form the foundation of effective language use¹. In practice, however, many grammar questions are created without adequately considering students' cognitive development and language proficiency levels. This often results in questions that are either too simplistic or overly complex, ultimately hindering the effectiveness of the learning process and achievement of learning goals².

In this context, the title *Developing Arabic Qawā'id Test Based on CEFR Standard for Intermediate Level Students of Pesantren* reflects an effort to address these challenges by designing more targeted and appropriate assessment instruments. A fundamental issue lies in the absence of standardized references systematically applied in question development, leaving teachers and test designers struggling to match question difficulty with students' actual competencies. This mismatch can negatively affect students' motivation and self-confidence in learning Arabic³. Therefore, adopting a framework such as the Common European Framework of Reference for Languages (CEFR) becomes highly relevant. CEFR not only provides level-based descriptors of language proficiency but also serves as a guideline for constructing fair, measurable, and learner-appropriate questions. Through this approach, the resulting qawā'id tests are expected to more effectively support students' mastery of Arabic in a meaningful and structured way⁴.

Integrating the concept of CEFR into the Arabic language test has been widely discussed by previous researchers in recent years, with a significant impact on teachers, students, and other educational workforces. For example, Salwa Mohamed (2023) produced an initial draft of the Arabic curriculum that was aligned with the CEFR as a first step towards the full implementation of CEFR in Arabic language

¹ D. M. S. Salim, "Challenges and Innovations in Teaching The Arabic Grammar to Non-Native Speakers," *Integrated Journal for Research in Arts and Humanities* 4, no. 5 (2024): 136–47, <https://doi.org/https://doi.org/10.55544/ijrah.4.5.21>.

² and V. A. Wulandari T. Nurdianto, Y. Hidayat, "CEFR-Based Arabic Language Learning Competency," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2021): 229–248, <https://doi.org/https://doi.org/10.22219/jiz.v3i3.14123>.

³ L. Mahmudi, I., Nisa, S., Maha, M., & Hasna, "Model Language Tests for the Writing Skill of the Beginner Level Based on CEFR (Common European Framework of Reference)," *PALAPA: Jurnal Studi Keislaman Dan Ilmu Pendidikan* 11, no. 2 (2023): 837–56, <https://doi.org/https://doi.org/10.36088/palapa.v11i2.4016>.

⁴ Erfan Gozali & Hasan Saefuloh, "Development of an Arabic Receptive Proficiency Test Instrument Based on the Common European Framework of Reference for Languages," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 293–308, <https://doi.org/https://doi.org/10.23971/altarib.v11i2.6721>.

teaching⁵. Kalita (2024) found that the Arabic reading and writing curriculum for beginners can be developed effectively using the CEFR approach at the A1 and A2 levels to better suit students' real abilities⁶. Safitri et al (2023) show that the application of Toafl.com can help students understand problem patterns, improve linguistic skills, and help students understand various Arabic language skills, including listening, speaking, reading, and writing, according to the CEFR level (A1-C2)⁷.

The literature that discusses the application of the Common European Framework of Reference for Languages (CEFR) in the evaluation of Arabic in recent years generally focuses more on skills such as reading and writing. Meanwhile, the grammatical dimension is still very limited in its discussion, both from a theoretical and applicative perspective. These limitations create significant gaps in knowledge and practice that need to be bridged to improve the quality of Arabic language learning. This gap shows the need for greater attention to the grammatical aspects in the context of evaluation, particularly for intermediate students who are developing their language skills. Therefore, this study offers a novelty with a deeper focus on the design of the CEFR-based Arabic qawā'id test, so it is expected to make a meaningful contribution to the development of a more comprehensive and effective Arabic curriculum and evaluation practice.⁸

Focusing specifically on intermediate-level students in pesantren, this study is directed at formulating a CEFR-based Arabic qawā'id test design that systematically aligns grammatical content, proficiency descriptors, and cognitive demands. The study is intended to respond to the need for grammar assessment instruments that are not only level-specific but also grounded in clear pedagogical principles. By conceptualizing grammar evaluation within an internationally recognized framework, this research seeks to clarify how CEFR descriptors can be operationalized in the assessment of *naḥwu* and *ṣarf* for intermediate learners. Ultimately, the study aims to provide a reference model for Arabic grammar assessment that can support more coherent instructional planning and evaluation practices in faith-based educational contexts.

⁵ Salwa Mohamed, "The Development of an Arabic Curriculum Framework Based on a Compilation of Salient Features from CEFR Level Descriptors," *The Language Learning Journal* 51, no. 1 (2023): 33–47, <https://doi.org/https://doi.org/10.1080/09571736.2021.1923781>.

⁶ S. Nurdianto, T. Po, N. J., Fatoni, A., & Kalita, "CEFR-Based Beginner Arabic Reading and Writing Curriculum Design in Indonesia," *IJAZ ARABI: Journal of Arabic Learning* 5, no. 3 (2024): 718–730, <https://doi.org/https://doi.org/10.18860/ijazarabi.v5i3.16684>.

⁷ S. Safitri, S. N., Rofiqi, M., Muhajir, M., Purnama, B. B., & Manrova, "TOAFL.Com: A CEFR-Based Simulation Platform for Learning Al-Arabiyah Lil Akadmiyah among Indonesian Students," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2023): 1–22, <https://doi.org/https://doi.org/10.19105/ajpba.v6i1.17201>.

⁸ Ahmad Khalil, "Integrating CEFR Standards in Arabic Language Education: Challenges and Opportunities," *International Journal of Arabic Studies (IJAS)* 1, no. 1 (2024): 50–62, <https://ojs.bustanilmu.com/index.php/IJAS/article/view/49>.

METHOD

This research method uses a descriptive qualitative approach with library research as the main strategy. The main data sources come from two authoritative references, namely the book "Teaching and Learning Arabic Grammar: Theory, Practice, and Research"⁹, and the book "Common European Framework of Reference for Languages: Learning, Teaching, Assessment"¹⁰. The first book provides a theoretical and practical foundation for learning Arabic grammar, including pedagogical approaches, teaching strategies, and evaluation techniques for non-native speaker learners. Meanwhile, the second book is an international reference in determining the level of language competence (A1-C2), which serves as a framework in the design of language evaluation, including grammatical aspects.¹¹ In addition, the analysis is supported by findings from 20 peer-reviewed journal articles published in reputable Scopus and SINTA-indexed journals that discuss CEFR implementation and Arabic grammar assessment.¹²

The data collected were analyzed using in-depth document analysis techniques, with a focus on conceptual content, evaluative approaches, and the learning structure of Arabic grammar described in the two main sources.¹³ This analysis includes the elaboration of the design elements of the qawā'id test (şarf and naḥwu), alignment with the CEFR competency indicators, as well as the identification of pedagogical principles and evaluation methods relevant to intermediate-level students.¹⁴ The results of the analysis are presented in an analytical descriptive manner, by mapping the integration between Arabic grammar teaching theory and CEFR international standards, so that it is expected to provide an applicative framework for the preparation of qawā'id test design that is in accordance with the ability level of intermediate students¹⁵.

⁹ dan Manuela E. B. Giolfo Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research* (New York: Routledge, 2023).

¹⁰ Council of Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Cambridge: Cambridge University Press, 2001).

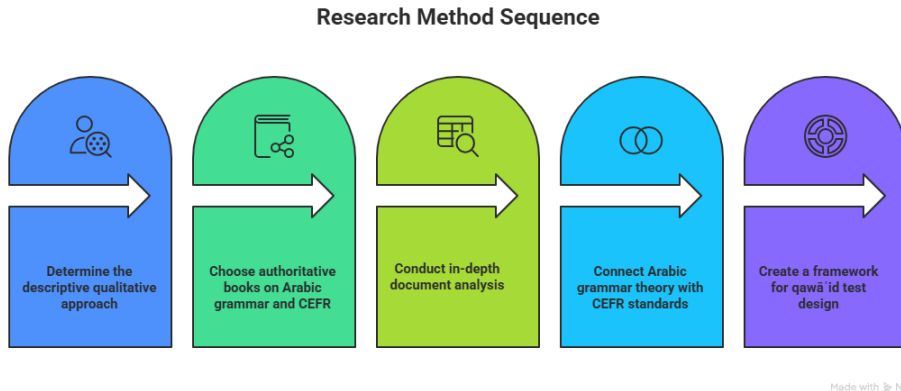
¹¹ Cassie Wallwey and Rachel L Kajfez, "Quantitative Research Artifacts as Qualitative Data Collection Techniques in a Mixed Methods Research Study," *Methods in Psychology* 8 (2023): 100–115, <https://doi.org/https://doi.org/10.1016/j.metip.2023.100115>.

¹² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New York: SAGE Publications, 2014).

¹³ Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

¹⁴ Primadi Candra Susanto et al., "Konsep Penelitian Kuantitatif: Populasi, Sampel, Dan Analisis Data (Sebuah Tinjauan Pustaka)," *Jurnal Ilmu Multidisplin* 3, no. 1 (2024): 1–12, <https://doi.org/10.38035/jim.v3i1.504>.

¹⁵ C. R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International Publishers, 2004).



Picture 1. Research Method Sequence: From Qualitative Approach to CEFR-Aligned Qawā'id Test Design

RESULT AND DISCUSSION

The Basic Concept of Qawā'id and Its Relevance in Arabic Language Learning

Qawā'id in Arabic language learning refers to the systematic principles governing morphological structures (*ṣarf*) and syntactic relations (*naḥwu*), including the application of *i'rāb* as a marker of grammatical function.¹⁶ Rather than functioning merely as a set of prescriptive rules, qawā'id plays a functional role in enabling learners to construct meaningful and contextually appropriate expressions in both spoken and written Arabic.¹⁷ Mastery of qawā'id supports accurate language use across receptive and productive skills by helping learners interpret sentence relations, avoid grammatical errors (*laḥn*), and communicate effectively in formal and academic contexts that require *fuṣḥā*.¹⁸ Accordingly, qawā'id should be understood as an integral component of communicative competence, where grammatical knowledge serves as a resource for meaning-making rather than as an isolated object of memorization.¹⁹

The intermediate level is a crucial phase in Arabic language learning, where students begin to actively apply the basics of qawā'id in language skills. Therefore, the evaluation of qawā'id at this level needs to be designed taking into account the

¹⁶ Rafiatun Najah Qomariah, "‘Ilm Al-Ṣarf Bayna Al-Nazariyyah Wa Al-Taṭbiq ‘inda Al-Qudamā' Wa Al-Muḥdathīn," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2, no. 1 (2019): 57–72, <https://doi.org/http://dx.doi.org/10.35931/am.v2i1.100>.

¹⁷ Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*.

¹⁸ M Syamsuri Siddiq, M Farhan, and Maurra S Wijaya, "Penggunaan Aplikasi Latih Faham Sebagai Media Pembelajaran Tashrif Lughowiydalam Pembelajaran Bahasa Arab," *Prosiding Semnasbama IV UMJilid 2*, 2020, 309–18.

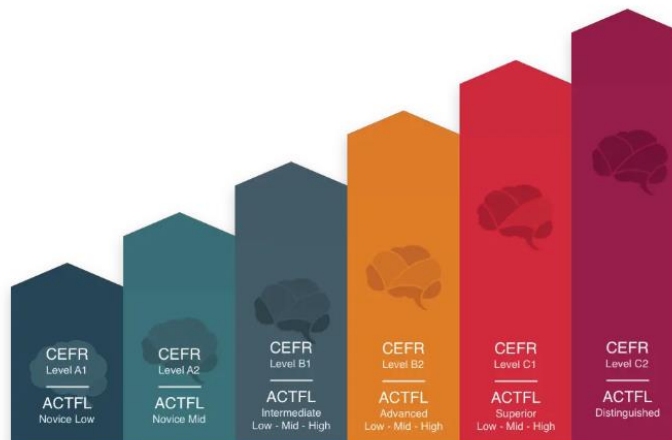
¹⁹ Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*.

expected language competency achievement in the CEFR, i.e. from level A2 to B1.²⁰ Evaluations should not only assess students' ability to answer grammatical problems, but also their ability to analyze sentence structure, perform i'rab, and use qawā'id contextually in speaking and writing. With a holistic and authentic evaluation approach, it is expected that students can demonstrate their real competence in using Arabic so that the teaching and evaluation of qawā'id can contribute significantly to the development of more effective and relevant Arabic language skills.²¹

Therefore, a clear understanding of qawā'id as both a structural and functional component of language use provides a necessary foundation for designing grammar assessment instruments aligned with learners' proficiency levels and communicative needs. In this context, the central role of qawā'id in communicative language use necessitates a systematic and internationally recognized evaluation framework, making the adoption of the CEFR particularly relevant.

Principles and Structure of CEFR in Language Evaluation

The Common European Framework of Reference for Languages (CEFR) provides a proficiency-based framework for aligning language assessment with learners' communicative abilities across defined levels. Within this framework, grammatical competence is positioned as an integral component of overall communicative competence rather than as an isolated skill, emphasizing its functional role in meaning construction. Accordingly, CEFR offers a practical reference for designing grammar assessments that correspond to learners' proficiency development, while the detailed level descriptors are sufficiently represented in the accompanying table.²²



Picture.2 CEFR Levels for Language Proficiency

²⁰ Mohamad Yusuf Ahmad Hayim dan Jamat Jamil, "PENGEMBANGAN GAME EDUKASI SHARF (MORFOLOGI ARAB) BERASIS WORDWALLUNTUK PONDOK PESANTREN," *Bookchapter Pendidikan Universitas Negeri Semarang* 5 (2023): 1–20, <https://doi.org/https://doi.org/10.1529/kp.v1i5.128>.

²¹ Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*.

²² Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.

Table 1. CEFR Scope and Level

Level	Name	General Description of Capabilities
A1	Beginner	Can recognize and read basic Arabic letters and sounds. Can introduce self using simple phrases such as greetings, name, nationality, and age. Can understand and respond to very simple questions using familiar words and expressions related to personal identity.
A2	Elementary	Can understand and use simple sentences in common contexts (e.g., classroom instructions, daily activities, family, and weather). Can answer questions and form short dialogues using present tense Arabic verbs. Can identify basic sentence structure (subject + verb + object).
B1	Intermediate	Can understand the main ideas in short spoken or written Arabic texts about everyday topics. Can engage in simple conversations, describe events in the past and present, and write short paragraphs using correct verb forms and gender agreement. Can use question words and some connectors (e.g., wa, fa, li'anna).
B2	Upper-Intermediate	Can comprehend longer and more complex texts (e.g., fables, biographies, dialogues). Can express personal opinions orally and in writing using structured sentences. Can use a wider range of vocabulary and understand morphological patterns such as fi'il mujarrad and mazīd. Can recognize and apply basic grammatical rules of i'rāb.
C1	Advanced	Can read and understand authentic Arabic texts from newspapers, short stories, and academic topics. Can produce coherent spoken and written discourse using a variety of tenses and structures. Can apply advanced grammatical concepts (e.g., i'lāl, binā' al-majhūl, jumla ismiyyah/fi'liyyah).
C2	Proficient	Can understand virtually all forms of written and spoken Arabic, including literary and classical texts. Can express ideas fluently and accurately in both Modern Standard Arabic and Fus-ha. Can critically analyze Arabic texts and write essays or reports with clear arguments using cohesive devices and rhetorical expressions.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR, 2001),

Within the CEFR framework, grammatical competence is positioned as an integral component of communicative language competence, supporting learners' ability to construct meaning accurately and appropriately. Rather than functioning as an isolated objective, grammar is embedded within broader linguistic competencies such as morphology, syntax, and lexis, and serves as a reference for aligning assessment tasks with real language use at different proficiency levels.²³

The intermediate level in the CEFR-based Arabic learning test covers levels A2 to B1, which is an important phase in which students begin to actively apply the basics of qawā'id in language skills. Competency indicators for the A2 level include the ability to understand common sentences and expressions, as well as using basic sentence structures. Students at this level are expected to recognize the plural, muannats-muzakkar, and perform simple i'rāb. As for the B1 level, students are expected to be able to handle more complex linguistic situations, compose simple

²³ Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.

cohesive texts, and use variations of sentence structures with more complex patterns.

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The elaboration of these competency indicators is important to design an evaluation that is in accordance with the expected achievements so that students can show the development of their language skills effectively. Based on the CEFR proficiency descriptors for levels A2–B1, the next step is to map these competency indicators onto specific *naḥwu* components that are appropriate for intermediate-level Arabic learners.²⁵

Analysis of the Scope of *Naḥwu* Material for the *Qawā'id* Intermediate Test

The book *Learning and Teaching Arabic Grammar* explains that *naḥwu* teaching at the intermediate level focuses on deepening, strengthening, and mastering the basic structure of sentences. This includes a more detailed explanation of *mubtada'-khabar*, *fa'il-maf'ul bih*, and the letter *jar*. The use of analogies makes it easier to understand the structure. Discussion on differences of opinion in the application of rules, for example in *i'rāb* and *idāfah*. Based on modern Arabic teaching practices as described by Wahba et al. (2023), *naḥwu* material is an essential foundation for developing students' productive and receptive competencies which include 6 key elements.²⁶

Table 2. *Naḥwu* Coverage and CEFR Level

Material	Level CEFR	Competency Indicators	Question Type
News and News	A2	Identifying and compiling the number of <i>ismiyah</i>	Element identification, correction
Fa'il wa Maf'ul bih	A2–B1	Distinguishing between subjects and objects and their <i>i'rāb</i> forms	Selection of <i>i'rāb</i> , structural analysis
Na't wa Man'ūt	B1	Compile an object description with appropriate adjectives	Compose sentences, mark relationships
Idāfah	B1	Using proprietary or attributive structures	Rearrange, complete the structure
Ḥurūf Jar o Majrūr	A2–B1	Identifying the use of <i>ḥarf jar</i> and the form of <i>majrūr</i>	Choose the correct word, fill
Moderate Number of <i>Ismiyah</i> & <i>Fi'liyah</i>	A2–B1	Distinguishing and structuring the two types of sentences	Sentence structure, type classification

Sumber: *Teaching and Learning Arabic Grammar: Theory, Practice, and Research* (2023),

In *Teaching and Learning Arabic Grammar*, these structures are considered crucial to support functional grammar use skills and serve as the basis for students to

²⁴ K. Pratama, A. W., Mahliatussikkah, H., Murtadho, N., & Kholisin, "Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning," *Arabi: Journal of Arabic Studies* 9, no. 1 (2024): 33–42, <https://doi.org/https://doi.org/10.24865/ajas.v9i1.774>.

²⁵ S. Haniefa, R., & Setiadi, "The Effectiveness of Arabic Language Learning Based on the Common European Framework of Reference (CEFR) Using a Website on Arabic Reading Skills," in *Konferensi Internasional PPPBA Indonesia*, 2024, 120–33, <https://conference.pppba.or.id/index.php/konferensi/article/view/4>.

²⁶ Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*.

progress to a higher level. In the CEFR document, at levels A2 and B1, indicators relevant to the above material include:²⁷

1. "Can understand and produce simple connected texts on topics which are familiar or of personal interest."
2. "Can produce simple connected sentences describing events, using basic connectors and sentence patterns."
3. "Can ask and answer simple questions in areas of immediate need."
4. Thus, intermediate level students are expected to:
5. Be able to understand and compose simple declarative and interrogative sentences.
6. Can identify the basic structure of the sentence, for example, subject-predicate, object, and attribute.

Accordingly, the mapping of nahwu materials to CEFR levels A2–B1 as presented in the table serves as a practical basis for constructing grammar test items that reflect learners' proficiency and targeted competencies.

Analysis of the Scope of Şarf Material for the Qawā'id Intermediate Test

The şarf learning material at the intermediate level includes several essential components that students must master to build solid Arabic language competencies, including tashrīf al-fi'īl, which introduces verb forms such as fi'īl māḍī, muḍāri', and amr along with changes related to ḍamīr and gender, as well as tashrīf al-ism, which covers isim fā'īl, isim maf'ūl, and other noun formation patterns.²⁸ In addition, students learn al-maṣādir to recognize and form verb-based maṣdar, al-taṣḡīr to understand diminutive patterns and their communicative functions, al-nisbah (suffix "-iyy") to express relational meanings, and al-jam' (plural), including jam' mudzakkar sālim, jam' mu'annats sālim, and jam' taksīr. Furthermore, the material also includes al-i'lāl wa al-idghām and fi'īl mu'tall, which address phonological changes and verb classification related to weak letters, enabling students to understand and apply morphological structures effectively in everyday communication contexts.²⁹

Table 3. Nahwu Coverage and CEFR Level

Material		Level CEFR	Competency Indicators	Question Type
Tashrīf Lughowiyyan Istilahiyyan	Af'āl am	A2	Identifying fi'īl forms and changes due to subject	Multiple choice, shape conversion
Tashrīf Lughowiyyan Istilahiyyan	Asmā' am	A2–B1	Defining the type of derivative isim and its meaning in context	Shape analysis, filling, multiple choice

²⁷ Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*.

²⁸ Maulidi Maulidi and Aufia Aisa, "Desain Pengembangan Buku Ajar Bahasa Arab Berbasis Permainan Edukatif Gramatikal Bahasa Arab," *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 6, no. 2 (2023): 1–8, <https://doi.org/10.32764/allahjah.v6i2.2948>.

²⁹ Kassem M. Wahba, Zeinab A. Taha, *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*. p. 13-16.

Al-Maṣādir	B1	Identifying and forming maṣdar according to wazan	Choice of maṣdar is right, arrange the shape
Al-Taṣgīr	B1	Converting the word into the form of taṣgīr and explaining its implicit meaning	Deformation, contextual meaning
Al-Nisbah (Suffix "-iyy")	A2	Adding ratio suffixes to isim, understanding ratio relationships	Shape ratio, place/origin match
Al-Jama'	A2-B1	Distinguishing plural types and applying them in sentences	Plural form options, structural correction
Al-I'lāl wa Al-Ibdal	B1	Explaining the form of the word change due to i'lāl and idghām	Phonological analysis, basic deformation
Fi'il Mu'tall	B1	Classifying fi'il mu'tall and detailing shapeshifts	Type identification, shape change

Teaching and Learning Arabic Grammar: Theory, Practice, and Research (2023),

In *Teaching and Learning Arabic Grammar*, mastery of morphological structure (ṣarf) is considered very important to support the skill of using Arabic grammar functionally. The ṣarf materials at the intermediate level are designed to equip students with the ability to form, recognize, and apply word patterns (wazn) in the context of oral and written communication.

According to the CEFR document, targeted abilities in levels A2 to B1 that are closely related to the materials include:³⁰

1. "Can understand and produce simple connected texts on topics which are familiar or of personal interest."
2. "Can produce simple connected sentences describing events, using basic connectors and sentence patterns."
3. "Can ask and answer simple questions in areas of immediate need."
4. Thus, students in intermediate level are expected to:
5. Can form and use various patterns of verbs and nouns in sentences.
6. Be able to recognize and explain the function of changing the form of words in the context of meaningful communication.
7. It can make precise use of derivative forms such as maṣdar, ratio, taṣgīr, and plural forms.

With competency-based evaluation and contextual question examples, intermediate level students can demonstrate their ability to use morphological structures well. The mastery of ṣarf not only serves as a grammatical tool, but also as the main foundation to improve accuracy, clarity, and flexibility in communicating Arabic.

Integration of Bloom's Taxonomy in CEFR-Based Qawā'id Test Design

Bloom's taxonomy is a systematic thinking framework developed by Benjamin Samuel Bloom, an educational psychologist from the United States who interprets it as a very useful tool in the world of education, especially to classify learning objectives

³⁰ Europe, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. p. 25-27.

based on the level of students' cognitive ability.³¹ In the context of the design of the CEFR-based Arabic qawā'id test, this taxonomy can be applied to ensure that the questions created test not only the memorization skills, but also the students' critical and analytical thinking skills. Bloom's taxonomy divides the cognitive realm into six levels, ranging from C1: Remember, C2: Understand, C3: Apply, C4: Analyze, C5: Evaluate to, C6: Create.³²

Bloom's taxonomy provides a framework for designing problems based on thinking ability, while CEFR provides a standard framework for language proficiency levels. The two can be integrated as follows:

Table 4. Integration between Bloom's Taxonomy and CEFR in the Qawaid Test

CEFR Level	Skill Focus	Level Bloom	Example of Nahwu Problem	Example of Šarf Questions
A2	Understand and produce simple sentences	C1- C2	عَيِّنِ المبتدأ والخبر في الجمل الآتية: الطالب نشيطٌ	اذكر صيغة الفعل المضارع للأفعال الآتية: كَتَبَ - شَرِبَ - فَتَحَ
B1	Using structure in a communicative context	C3	أكمل الجمل الآتية وأعرب "كان": رأيتُ ولدًا...	حوِّل الأفعال الآتية إلى مصدر واستعملها في جمل مفيدة: تَعَلَّمَ - كَتَبَ - قَرَأَ
B1+	Develop a response and structured production	C4-C5-C6	اكتب نصًّا تصف فيه أنشطتك في الصباح، مع ملاحظة: يجب أن يحتوي النص على عدد من الجمل الاسمية والفعلية	قارن بين الجمعين الآتيين وحدد الصحيح منهما، ثم فَيِّر السبب: كُتِبَ / كُتِبَ

Using Bloom's taxonomy in the test design, teachers can create a grid of questions that cover all cognitive levels, so that students are not only tested on basic abilities but also on higher level thinking abilities (HOTS). This is in line with a learning approach that emphasizes deeper understanding and the ability to apply knowledge in real-world situations. Thus, the application of Bloom's taxonomy in the design of the CEFR-

³¹ Putu Nur Ayomi, "Positivisme Dan Paradigma Struktural-Fungsional Dalam Linguistik Fungsional Sistemis," *Diglossia* 12, no. 2 (2021): 109-26.

³² & Arrahmil Hasanah Ali, M. K., Ali, A. M., Ali, F. F., Ali, R. I., "Membangun Kompetensi Berpikir Tinggi Dan Keterampilan Kerja: Analisis Perbandingan Taksonomi Bloom Revisi Dan Taksonomi Simpson/Harrow Dalam Konteks Pendidikan SMA Dan SMK," *Cognoscere: Jurnal Komunikasi Dan Media Pendidikan* 3, no. 1 (2025): 1-9, <https://doi.org/https://doi.org/10.61292/cognoscere.260>.

based Arabic qawā'id test can improve the quality of learning and help students develop more comprehensive language skills.³³

CONCLUSION

This study has demonstrated the importance and feasibility of designing an Arabic qawā'id test based on the CEFR framework for intermediate-level students in pesantren. Through the integration of CEFR level descriptors (A2–B1), core naḥwu and ṣarf components, and Bloom's Taxonomy of cognitive levels, the test design offers a structured and pedagogically sound model for assessing students' grammatical competence. The findings affirm that grammar evaluations aligned with CEFR not only enhance students' understanding of Arabic linguistic structures but also improve their motivation and confidence in using the language. Moreover, this research provides a theoretical and practical framework for teachers and test developers to construct grammar tests that are cognitively appropriate and contextually relevant. Given the limited focus in existing literature on CEFR-based grammar testing in Arabic education, especially in faith-based institutions, this study contributes a novel and much-needed perspective. Future research is encouraged to validate the test empirically across diverse learning contexts and to expand the scope to higher CEFR levels and integrated language skills.

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